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ABSTRACT

The 2-part student workbook for mainstreamed learning and mentally disabled high school students contains 12 units intended to provide supplementary instruction in the Contemporary Parenting Choices Curriculum in the home economics class. This unit, the fifth in the Child Care part of the workbook, focuses on understanding the work world and includes individual lessons on why people work, how to find a job, good work habits and behaviors, and how to get along with one's employer and co-workers. Each lesson typically provides lesson objectives, definitions of key vocabulary terms, workbook activities, a brief discussion of the topic, and a review activity. The material is intended to be used with the special Teachers Guide and the other components of the Contemporary Parenting Choices Curriculum. (DB)

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Parent Education Workbook for Mainstreamed Students

PART II / CHILD CARE

contemporary parenting choices lessons

UNIT 11

understanding the work world

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Lesson 1

WHY DO WE WORK?

This lesson will help you to:

1. List three reasons why people work.
2. Identify the difference between wants and needs.

DO YOU KNOW THESE WORDS?

---

economist - a specialist who studies the money system
luxury - things people want but do not need
self-esteem - feeling good about oneself

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

economist _____

_____

luxury _____

_____

self-esteem _____

_____

****

WHAT ARE THE REASONS WHY PEOPLE WORK?

After you graduate from high school, you will probably work for about 40 years. That is a long time.

There are many reasons why people work. One is to earn money to live. Some economists predict you will spend a million dollars in your lifetime. You spend money on needs and wants. Needs are necessary to live. Examples are food, clothing and housing. Some people make only enough money to buy what they need. Other people make enough money to buy what they want. Wants are luxury items like records, makeup and mopeds. They aren't needed to live. Usually we have more wants than needs.

****

ACTIVITY

Put a check by each need.

_____1. rent

_____2. medicine

_____3. playing video games

_____4. milk

_____5. jewelry

_____6. magazines

****

Another reason why people work is to be around other people. People are social. They like to have contact with other people. Work gives us a chance to be around other people. Many times the people you meet at work will become your friends.

When you do something well, you feel good about it. If you do your job well, you feel good about yourself. How we feel about ourselves is called self-esteem. People with a high self-esteem are satisfied with life. It is important to have good feelings about your job.

****

ACTIVITY

Write two reasons why you will work.

_____

_____

****

KEY IDEAS

PEOPLE WORK SO THEY CAN EARN MONEY TO BUY WANTS AND NEEDS.

CONTACT WITH PEOPLE FOR A FEELING OF BELONGING IS A REASON WHY PEOPLE WORK.

PEOPLE WORK SO THEY CAN HAVE SELF-ESTEEM.

NEEDS ARE NECESSARY TO LIVE. WANTS ARE THINGS PEOPLE WANT BUT DO NOT NEED.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. People work to earn money to buy things they need such as food and clothing.

T F 2. Working with other people can give you a feeling of belonging.

T F 3. People who do their jobs well are more likely to have lots of money.

T F 4. People work to earn money to buy things they need such as records and makeup.

T F 5. Working with other people can give you a feeling of sadness.

T F 6. People who do their jobs well are more likely to have self-esteem.

****

Lesson 2

HOW DO YOU FIND A JOB?

This lesson will help you to:

1. List steps to follow when looking for a job.

DO YOU KNOW THESE WORDS?

---

advertisement - newspaper item to call attention to something
applicant - a person who applies for a job
application - paper to be filled out by a person who wants a job
employment agency - an office that helps people find jobs
experience - what a person has done related to the job
interview - a meeting between an employer and an applicant about a job
reference - a person that an employer may ask about an applicant's character and abilities

---

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

advertisement _____

_____

applicant _____

_____

application _____

_____

employment agency _____

_____

experience _____

_____

interview _____

_____

reference _____

_____

****

WHAT ARE THE STEPS TO FOLLOW WHEN LOOKING FOR A JOB?

When you look for a job, you will want a job that you like doing. You will want a job that you can do well. Finding a job is not easy. You must do three things.

_____

*Search for a job.
*Apply for a job.
*Interview for a job.

_____

HOW DO YOU SEARCH FOR A JOB?

You need to find a job opening before you apply for a job. Finding openings for jobs that may be right for you requires work. There are many ways to help you find job openings. Some sources of job openings are listed here.

*School work experience and placement offices - Most schools have someone who helps students find jobs.

*Family and friends - Family members or friends who work may know of a job opening.

*Employment agencies - There are two types of employment agencies, public and private. Public agencies try to help you find a job They are free. Private agencies also try to help you find a job. They are not free.

*Newspaper advertisements - Many jobs are listed in the "Help Wanted" section of the newspaper.

HOW DO YOU APPLY FOR A JOB?

After you have found a job opening, you are ready to apply for a job. You will be applying to employers who are looking for the best person to hire. Most employers will want the same kind of information from people looking for a job. Many people cannot remember some of the information needed on an application form. There is a way to prepare for this. The best way is to make a list. Your list should include all the information you might need to fill out on most application forms. Your list should include a list of all the schools you have attended, the dates you began and left each one. Also include any paid or unpaid jobs you have had. List activities you have done in school, church or the community. Include the names of three or four references. References are people who know you well and would recommend you for the job. It is best to ask those people before you list them. Good references would be a former employer, a

teacher, the pastor of your church and others.

****

ACTIVITY

Fill in this list. Use it when you go job hunting.

Name: _____

Address: _____

Phone: _____

Social Security number: _____

Schools attended: _____ Dates: _____

_____ _____

_____ _____

Jobs I have had:

paid _____

_____

not paid _____

_____

Activities: _____

_____

References: _____

_____

_____

****

HOW DO YOU FILL OUT AN APPLICATION?

Here are some hints to help you fill out application forms.

1. Fill out the application in ink or use a typewriter.
2. Answer every question. If a question doesn't apply to you, put a dash through it. This will show that you didn't skip any questions.
3. Spell correctly and be neat.
4. Answer a question on "Job for which you are applying?" with a job name or type of work. Never answer with the word "anything." Employers want to know what you can do.
5. When you sign your name on the application form, use your correct name. Don't use nicknames.

HOW DO YOU INTERVIEW FOR A JOB?

An interview is a meeting between you and your employer. The employer will want to know how you look and how you act.

It is important to look nice when you go to an interview. This is the first time the employer will see you. You want to be careful about your clothes and grooming. You should wear clothes that are right for the job. Shorts would not be a good choice to wear to an office interview. A suit would be better.

The employer will want to see how you act. It is normal to be a little nervous. There is really nothing to be afraid of. You have an interview because the company is interested in you. The employer wants to learn more about you. They are interested in your attitudes toward people and work.

The interview also gives you a chance to learn some things. You can find out if you would like the job. You can decide if you would like working for that company.

You can prepare for an interview by learning something about the company. You can also think about questions they might ask and how you might answer them.

****

ACTIVITY

How would you answer the following questions that an interviewer might ask? Pretend that you are interviewing for a job you might like. Practice answering the following questions with a friend or write down your answers.

1. Why would you like to work for this company?

_____

_____

2. What job would you like most? Why?

_____

_____

3. What skills and experience do you have that will help you on this job?

_____

_____

4. What subjects in school did you like the best? Least?

_____

_____

5. Tell me about yourself. (Don't be afraid to talk on this one. Tell some of your interests, hobbies and other things.)

_____

_____

_____

****

KEY IDEAS

THE THREE STEPS TO FOLLOW WHEN LOOKING FOR A JOB ARE TO SEARCH, APPLY AND INTERVIEW.

YOU CAN FIND JOB OPENINGS THROUGH MANY SOURCES.

YOUR APPLICATION FORM SHOULD BE COMPLETE AND NEAT.

YOU SHOULD LOOK NICE AND BE READY TO ANSWER QUESTIONS WHEN YOU HAVE AN INTERVIEW.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. The first step in looking for a job is to fill out an application.

T F 2. People can learn about jobs to apply for by reading newspaper ads.

T F 3. In order to fill out a job application form completely, people should write down the information they need and take it along.

T F 4. When you go for an interview you should look nice and do all the talking.

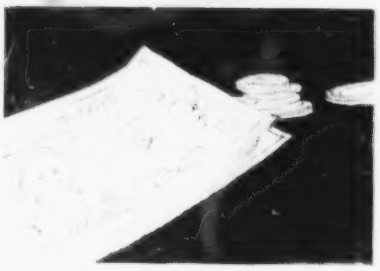
T F 5. The first step in looking for a job is to search for an opening.

T F 6. People can learn about jobs to apply for by reading books.

T F 7. In order to fill out a job application form completely, people should try to remember all the facts they need.

T F 8. When you go for an interview you should look nice and be ready to answer questions.

****



Lesson 3

WHAT ARE GOOD WORK HABITS AND BEHAVIORS?

This lesson will help you to:

1. Describe good work habits and behaviors.

DO YOU KNOW THESE WORDS?

---

benefit - an extra that goes with the job
cooperation - working together with other people
criticism - finding something wrong, finding fault
dependability - ability to be trusted to do the right thing
employer - a business or person you work for
enthusiasm - showing great interest in something
initiative - being able to do things on your own
traits - special qualities of a person
wages - money you earn for your work

****

ACTIVITY

Use each of the words above in a sentence. Write your sentences on the lines below.

benefit _____

_____

cooperation _____

_____

criticism _____

_____

dependability _____

_____

employer _____

_____

enthusiasm _____

_____

initiative _____

_____

traits _____

_____

wages _____

_____

****

WHAT DOES AN EMPLOYER EXPECT FROM A WORKER?

Your employer pays you wages for your work. Your employer expects you to do your job well to earn these wages. Your employer also will expect other things from you. Personal traits such as honesty, enthusiasm and dependability are expected. Your employer will expect good behavior on the

job such as cooperation, initiative and accepting criticism. Willingness to improve on the job is also expected. How can people develop these traits?

Cooperation - Your employer will expect to have your full cooperation. Cooperation means working together. A good way to cooperate is to offer help to other workers when your duties are done. Your employer will notice how well you work with other workers and will be pleased with you.

****

ACTIVITY

Read about Beth and Sam.

Beth and Sam work at a camp during the summer. Sam's job is to wash dishes. Beth is in charge of packing picnics. How can Beth and Sam cooperate? Write your answers here.

_____

_____

_____

****

Honesty - Being honest is very important. Employers will fire workers who steal money. There also are other forms of dishonesty. One is to come late and leave early. The employer is paying for that time. If you aren't working, you are cheating your employer.

Sometimes workers in restaurants will "snitch" hamburgers or other food. This is stealing. If you didn't pay for it, it isn't yours. This also applies to other jobs.

Some jobs have benefits. If you work in a restaurant, you may get one meal free or at a cheaper price. If you work in a store, you may get a discount. These are part of your job. Be sure you understand what the benefits include so that you won't be guilty of cheating your employer.

Initiative - Initiative is looking around and seeing what needs to be done. Workers who see what needs to be done and do it show initiative.

****

ACTIVITY

Read about Jane.

Jane was hired as a secretary to Miss McGregor. Jane was friendly and a good typist. But she had never learned about initiative. When Jane was finished typing, she would get out her book and read.

Do you think Jane shows initiative? Why or why not?

_____

_____

****

Willingness to learn - Your employer will expect you to learn the company's way of doing things. You should show eagerness to learn everything you can about your job and the company.

****

ACTIVITY

Write the word or words in the blank that best describe the work habit or behavior in that sentence. Use these words.

initiative	cooperation
willingness to learn	honesty

_____1. When Rob is finished waiting on his tables, he looks around to see if any of the other waiters need help.

_____2. Laura straightens out the blocks and gets materials ready for the next activity when the children are napping.

_____3. Bart makes sure all of the money stays in the cash register.

_____4. MaryJo works at a canning factory. She likes to ask questions and learn all she can about the machines she works with.

****

Dependability - Your employer expects you to be at work when you are scheduled. You are expected to be on time. You must be dependable. Your employer counts on you to be at work. If you don't come, people will have to cover for you. A substitute may have to be found. It is a lot of extra work for your employer and co-workers. If you are sick, call your employer before work starts.

Acceptance of criticism - Criticism is necessary. Through criticism, employers tell you how to do the job better. Your employer wants to you do a good job. Sometimes your employer may tell you things you have done wrong or ways to do it better. Listen to the criticism and try to do better. No one is perfect so you can expect some criticism.

****

ACTIVITY

Read about Justin.

Justin worked at a gas station in town. He was a good worker and very dependable. He was polite to the customers and gave good service.

Some of the customers used credit cards. Justin had been told how to write up the charge slip, but he always made mistakes. Mr. Plooster, his employer, tried to explain the correct way. When he did, Justin got mad. He talked back to Mr. Plooster and didn't smile the rest of the day.

How did Justin react to criticism?

_____

_____

What would you do if you were Mr. Plooster?

_____

_____

_____

****

Enthusiasm - The best workers are those that like their work and show their enthusiasm. Not everything about your work will be fun, but you can enjoy your job. When you enjoy your work, life is more enjoyable.

Willingness to follow orders - When you are given directions for your work, you will be expected to follow them exactly. You may think there is a better way to do it or that it doesn't need to be done. But if your employer told you to do it, do it the way you were asked. After you have worked on the job a while, you may suggest other ways of doing some jobs. Be careful. A new worker is sometimes not liked for making suggestions, even if they are good ones.

****

ACTIVITY

Write the word or words in the blank that best describe the work habit or behavior in that sentence. Use these words.

dependability	willingness to follow orders
enthusiasm	acceptance of criticism

_____1. Sue cleans the ice cream machine following her employer's instructions.

_____2. Mary Ann is happy and polite to the customers.

_____3. Paul made some mistakes at work. He listened when his employer pointed them out. Paul tried to do better.

_____4. Melvin is never late for work.

****

KEY IDEAS

A GOOD WORKER IS HONEST, ENTHUSIASTIC AND DEPENDABLE.

A GOOD WORKER COOPERATES WITH OTHERS AND SHOWS INITIATIVE.

A GOOD WORKER IS WILLING TO LEARN, TO FOLLOW ORDERS AND TO ACCEPT CRITICISM.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. Coming to work on time shows that you are honest.

T F 2. An employee who looks around to see what else needs to be done shows laziness.

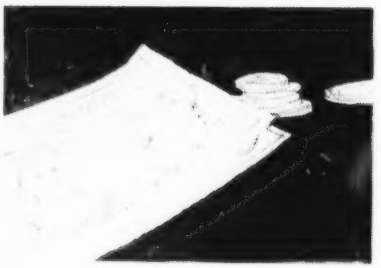
T F 3. A good worker accepts criticism from the employer by trying to do better.

T F 4. Coming to work on time shows that you are dependable.

T F 5. An employee who looks around to see what else needs to be done shows initiative.

T F 6. A good worker accepts criticism from the employer by quitting the job.

****



Lesson 4

HOW DO YOU GET ALONG WITH YOUR EMPLOYER AND CO-WORKERS?

This lesson will help you to:

1. Identify things which lead to good working relationships with others.

DO YOU KNOW THESE WORDS?

---

confidence - feeling sure of one's ability to do something
co-workers - people with whom you work
fairness - getting the same chance as others
loyalty - being faithful
respect - thinking well of someone
traits - special qualities of a person

****

ACTIVITY

Use each word above in a sentence. Write your sentences on the lines below.

confidence _____

_____

co-workers _____

_____

fairness _____

_____

loyalty _____

_____

respect _____

_____

traits _____

_____

****

WHAT DO PEOPLE LIKE IN OTHER PEOPLE?

Everyone likes some people more than others. You may like some friends more than others. Those you like most have traits you like. That is why you pick them for friends. But you do not pick your co-workers. Your employer picks them. Working together is important. Some co-workers may be hard to get along with.

WHAT DO YOU LIKE MOST ABOUT OTHER PEOPLE?

People who have the following traits are liked by almost everyone:

---

*friendliness
*fairness
*respect for others
*loyalty
*understanding

Let's look at some examples of these traits.

Friendliness - You need not be close friends with co-workers. But everyone likes people who are friendly. It is easier to get along with your employer and co-workers if you are friendly. Smile and say, "Good morning," when you see them in the morning. Ask them about things that interest them. Show that you care about them as people.

Fairness - As a young child, you played lots of games. There were rules to play by. But not everyone played by the rules. Sometimes someone would say, "That's not fair," or, "That's cheating." Life is sometimes like those games. Some people do not play by the rules. They do not treat people fairly.

****

ACTIVITY

Read about Roxie and Lisa.

Roxie and Lisa worked the night shift at a drive-in. Roxie was always late to work. When she wasn't waiting on people, she would sit down and smoke. Lisa was always early to work. When she was done waiting on people, she kept busy cleaning up. She didn't think it was fair that Roxie didn't help.

Do you think Lisa liked Roxie? _____

Do you think the way Roxie did her job was fair to Lisa? Why?

_____

_____

****

Respect for others - Respect for others is showing that you think they are worthwhile people. You do this by being friendly and fair. Using a title like Mr., Mrs. or Ms. before a person's name shows respect for that person. There are other ways to show respect for your co-workers. Being polite and using acceptable language are two ways.

Loyalty - You should be loyal to your employer and co-workers. That means you should speak well of them. Your employer or co-workers may tell you things in confidence. That means you are not to tell others. You show loyalty when you stand by someone at all times. Being loyal is an important part of getting along at work.

Understanding - Everyone likes a person who is understanding. When someone shares a problem, just listen. You do not need to talk much. Listening shows you care. It is a way of showing respect and loyalty. It shows you are a friend.

****

ACTIVITY

Match the examples with the trait that is being shown.

Examples	Trait
_____1. James always calls his employer Mr. Brown.	A. friendliness
_____2. Tracy asks a co-worker how her pets are doing.	B. fairness
_____3. Dennis listens to Chad's money problems.	C. respect for others
_____4. Carla does her share of the work.	D. loyalty
_____5. Travis always speaks well of the company and people he works for.	E. understanding

****

KEY IDEAS

PEOPLE THAT HAVE CERTAIN TRAITS ARE LIKED BY ALMOST EVERYONE.

TRAITS THAT LEAD TO GOOD WORKING RELATIONSHIPS ARE FRIENDLINESS, FAIRNESS, RESPECT FOR OTHERS, LOYALTY AND UNDERSTANDING.

****

REVIEW ACTIVITY

Read each sentence. Circle T if the sentence is true. Circle F if it is false.

T F 1. People who are friendly, fair and loyal are liked by almost everyone.

T F 2. People will get along better with their co-workers if they are loyal and show respect.

T F 3. People who are friendly, fair and loyal are show-offs.

T F 4. People will get along better with their co-workers if they are rude and stubborn.

****

SEE YOUR TEACHER FOR THE UNIT TEST.

Parent Education Workbook for Mainstreamed Students

The fourth module in the Contemporary Parenting Choices Series from the Iowa State University Press, *Parent Education Workbook for Mainstreamed Students*, is designed to present parenthood education information to mentally and/or learning disabled students in high school home economics classes.

It contains 12 units, each in a work/text format that offers lessons and lesson objectives, vocabulary, appropriate reading materials, suggested evaluation items for use with each, and an annotated bibliography of supplementary materials.

They provide instruction in 12 major topic areas: self-awareness, relationships, sexuality, living situations, marriage, the decision to parent, pregnancy, growth and development of children, parenting skills, adolescence, the work world, and child care job skills.

A teachers manual explains the development of each of these major topic areas, details characteristics of mentally and learning disabled students, and provides methods and strategies for working with these students.

Parent Education Workbook for Mainstreamed Students was developed by members of the Iowa State University Department of Home Economics Education under the direction of Jerelyn Schultz and the auspices of the Iowa Department of Public Instruction.

THE DECISION TO PARENT: A TEACHING GUIDE, the first in a series of modules devoted to contemporary parenting, is directed toward teachers and counselors of teenagers to make them aware of the parenting choices available to them and to prevent unwanted pregnancies.

After completing the study outlined in this first module the student should be able to appraise the variety of responsibilities involved in being a parent and utilize the decision-making process in determining if and when to become a parent.

It implements Public Law #94-492 (1976) that requires the teaching of family living, parenting skills, and child development and guidance in vocational home economics programs.

It is edited by Jerelyn Schultz, assisted by Penny Ralston, Barbara Rougvie, and Margaret Jan Kelly, all of the Iowa State University Department of Home Economics Education. (1980. ISBN 0-8138-1595-9. Paper, comb binding.)

SEXUALITY AND THE ADOLESCENT: A TEACHING GUIDE, the second in the series, is designed for use by teachers, counselors, and others who work with adolescents in the area of sexuality education.

It focuses on the effect of adolescent growth and development on teenagers' self-concepts, the influence of interpersonal relationships within and outside the home on sexual attitudes and behavior during adolescence, and the stages of pregnancy and the decisions to be considered in each.

A broad, sensitive approach to sexuality education, this module addresses feelings, values, experiences, relationships, and how the individual views himself or herself as male or female. Additional topics include the traditional sexuality education concepts such as human physiology and birth control.

Editor Jerelyn Schultz was assisted by Penny Ralston, Barbara Rougvie, Margaret Torrie, and Jillian Boyd, all of the Iowa State University Department of Home Economics Education. (1981. ISBN 0-8138-1616-5. Paper, comb binding.)

PARENTING TODAY: A TEACHING GUIDE, the third module in a series on contemporary parenting, is designed to help teachers assist adolescent youth to become more knowledgeable about what is involved in parenting children.

Six major areas where skills are identified and emphasized are: (1) fostering children's maturation through knowledge of child growth and development; (2) providing an environment that encourages growth and development; (3) maintaining effective parent-child communication; (4) guiding the behavior of developing children; (5) showing parental love and affection to children; and (6) managing available human and material resources.

Parenting Today: A Teaching Guide was developed under the direction of Jerelyn Schultz, assisted by Margaret Torrie, Barbara Rougvie, Jillian Boyd, and Maxine Hammonds of the Iowa State University Department of Home Economics Education, with the cooperation of the Iowa State Department of Public Instruction. (1984. ISBN 0-8138-0358-6. Paper, comb binding.)

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